ASW Workbook\*

# A Powerful Strategy for Aligning Curriculum, Instruction, and Assessment to Improve

# Student Achievement



Whitefish Bay Schools

New Teacher and Mentor Workshop

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\*Materials in this packet have been taken from or inspired by NTC’s Analyzing Student Work to Guide Instruction.

New Teacher Center

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# ASW Step One:

# SELECT, DESCRIBE, and IDENTIFY CRITERIA

“What SHOULD they be able to do?”

Teacher Name(s):

Grade Level/Subject Area:

###### SELECT

Assignment/Assessment:

Date:

**DESCRIBE:**

Short description of task(s):

Content Standard(s):

###### IDENTIFY CRITERIA

In the space below state expectations for performance in either paragraph or bullet form:



# ASW Step 2

# SORT, SELECT, and ANALYZE

“What CAN they do?”

SORT all students into the four categories

|  |  |  |  |
| --- | --- | --- | --- |
| Far below Standard | Approaching Standard | Meeting Standard | Exceeding Standard |
| Names:  \_\_\_\_\_% of class | \_\_\_\_\_% of class | \_\_\_\_\_% of class | \_\_\_\_\_% of class |

SELECT a representative student work sample from each level

|  |  |  |  |
| --- | --- | --- | --- |
| Far below Standard  Name: | Approaching Standard  Name: | Meeting Standard  Name: | Exceeding Standard  Name: |
|  |  |  |  |
| ANALYZE: Describe Student Performance on selected samples | | | |
|  |  |  |  |

# ASW Step 3

# IDENTIFYING LEARNING NEEDS

“What do they NEED?”

* Work with your team to **clarify** the learning needs in both skills and content. Think about both the work sample and the characteristics of the individual student.
* Summarize your discussion of each sample in the table below.

Description of Student Learning Needs for one student in each category

|  |  |  |  |
| --- | --- | --- | --- |
| Far below  Standard | Approaching Standard | Meeting standard | Exceeding Standard |
| Content:  Skills: | Content:  Skills: | Content:  Skills: | Content:  Skills: |

# ASW Step 4

# DIFFERENTIATING INSTRUCTION

Strategies--Next Steps--Long-term Implications

“How to DIFFERENTIATE”

* Work with your team to Generate STRATEGIES**,** Identify specific NEXT STEPS, and consider long term IMPLICATIONS.
* In the table below summarize your discussion of possible differentiation of content and skills to address the needs of each student.

Description of Student Learning Needs (one from each category)

|  |  |  |  |
| --- | --- | --- | --- |
| Far Below Standard | Approaching Standard | Meeting standard | Exceeding Standard |
| Content:  Skills: | Content:  Skills: | Content:  Skills: | Content:  Skills: |

# RESOURCES:



Follow through on Tasks:

|  |  |
| --- | --- |
| Name | Task: Revision, Rubric, Exemplars, Lesson Plan, Differentiation Strategy, Test Construction, etc. |
|  |  |
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